

South Devon UTC

Start here, go anywhere



Relationships, Sex/Health Education Policy 2025-2026

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This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that students receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

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1. Aims

We aim to ensure that our high-quality Relationships and Sex Education/Health Education (RSHE) will provide our students with the information they need both now and into their futures.

RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice.

At South Devon UTC we will:

- Provide a framework in which sensitive discussions can take place
- Give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Equip our young people with the knowledge and resilience to adapt to future challenge and change in their relationships

RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At South Devon UTC our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- Represent all types of families and to explore the different methods for starting a family
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the features of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- Ensure students develop a clear understanding of the law relating to sex. This includes the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and sexual harassment
- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare students for the journey from adolescence to adulthood
- Provide students with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling everyday sexism, misogyny, LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception and that they understand the choices permitted by law around pregnancy
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of viewing harmful content pornographic material

2. Statutory requirements

As a secondary academy we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory.

This document clearly sets out the curriculum content that secondary colleges must deliver on RSE and Health Education. This document contains information on what colleges should do and sets out the legal duties with which colleges must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE).

Unless otherwise specified, 'college' means all colleges, whether maintained, non-maintained or independent colleges, including academies and free colleges, non-maintained special colleges, maintained special colleges and alternative provision, including student referral units. **See appendix 1 for further information on curriculum content.**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At South Devon UTC we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all college staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy via parent focus group
4. Student consultation – we investigated what exactly students want from their RSHE via student consultation
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our RSE programme will include a varied range of teaching methods and interactive activities, including; group and class discussion, online programs, student led research, developing understanding of term terms through regular quizzes and specialist workshops.

RSE lessons will be differentiated by Life Skills teaching staff to ensure that all learners can access and benefit from the RSE curriculum. Advice and guidance will be taken by the Leader for Life Skills from the SENCO on how best to ensure SEND students are able to access the curriculum.

A strong emphasis is placed on the development of social and communication skills, this often allows students with literacy needs to be successful through verbal input.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our college values.

Knowledge Organisers are used to embed knowledge of key terms and concepts and create opportunities for spaced retrieval practices.

6. Delivery of RSHE

RSHE is taught within the Life Skills education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in RPE (religion, philosophy and ethics).

For Y10 students RSHE is also delivered during our collapsed wellbeing week.

RSE is delivered alongside other health education across the whole college curriculum, including: -

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health & prevention
- Basic first aid
- Changing adolescent bodies.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

Delivery of RSHE sessions will be appropriate to the needs of individuals within the class, including students with special education needs.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Safe and effective practice

We will ensure a safe learning environment by consistently applying the Ground Rules established in collaboration with students in Life Skills lessons.

Distancing techniques such as; case studies and examples, are used to limit the distress that may be caused to students who are personally affected by the topics covered.

Students' questions will be answered by Life Skills teachers in a sensitive and honest manner. Where the teacher feels unable to answer the question, they will refer the student to the Leader for Life Skills or to signposted to an appropriate source of support.

Students are signposted to areas for support at the end of every lesson this includes where to seek further support in college and online.

Students can report concerns and pose questions online via WHISPER.

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion.

Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

All staff teaching RSE will be given training and will be supported by the Leader for Life Skills and the DSL.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

All Life Skills teaching staff will receive training and support for the delivery of RSE. Teachers will consult with the designated safeguarding lead, or in their absence, another member of the safeguarding team. Visitors/external agencies who support the delivery of RSE will be required to sign in have an up-to-date DBS, will not be left alone with students and report any disclosures to the DSL or Leader for Life Skills.

8. Roles and responsibilities

8.1 The governing board

The local governing body will review the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the college, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The delivery of RSHE is overseen and quality assured by the Leader for Life Skills – Shelley Betty.

8.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the college will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

The headteacher will discuss requests for withdrawal from RSHE with the assistant head teacher.

Alternative work will be given to students who are withdrawn from sex education.

10. Training

Staff who deliver RSHE are trained on the delivery as part of their continuing professional development calendar and working in collaboration with Coombeshead.

Staff will also invite visitors from outside the college, such as college nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Shelley Betty, Leader for Life Skills through:

Half termly monitoring of delivery in RSHE sessions, updates on resources provided by the leader for Life Skills and learning walks.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems as well as the Leader for Life Skills.

This policy will be reviewed by Shelley Betty, annually. At every review, the policy will be approved by the head teacher.

Appendix 1: Curriculum map

| YEAR 10 LIFE SKILLS | | | | | | |
|---|--|---|--|---|---|--|
| Theme/ Time | Key Concepts | Enquiry Questions | Substantive Knowledge | Disciplinary Knowledge (the way the subject accumulates the knowledge) | Justification/ Hinterland Knowledge (Embellish / Enrich / Cultural Capital) | Assessment |
| Cycle 1 Health and Relationships | <ul style="list-style-type: none"> - Health and wellbeing - Relationships - My future - Making choices - Responsibilities - Our society - Identity | <p>What affects my mental health?</p> <p>What are the pleasures and challenges of an intimate relationship?</p> <p>What do I do when a relationship goes wrong?</p> | <p>Anxiety</p> <p>Depression</p> <p>Mental Wellbeing</p> <p>Intimate relationships</p> <p>Consent and sex</p> <p>Sexual harassment and abuse</p> | <p>Communication</p> <p>Independence</p> <p>Self-reflection</p> <p>Actively listening</p> <p>Discussion</p> <p>Making decisions</p> <p>Teamwork</p> | <p>Managing mental wellbeing including coping with change</p> <p>Mental Wellbeing – being able to critically evaluate own/ others behaviour on mental health</p> <p>Intimate Relationships- Pleasure and challenges, including pornography</p> <p>Assertive communication in relationships and consent</p> <p>Breakdown of relationships (including online)</p> <p>Sexual harassment and abuse- the law and case studies</p> | <p>End of cycle assessment:</p> <p>Mental wellbeing- coping with change</p> <p>Anxiety and depression</p> <p>Consent and communication</p> <p>Sexual harassment, abuse and online behaviour</p> |
| Cycle 2: Living in the Wider World | <ul style="list-style-type: none"> - Choosing a career - Volunteering and WEX - Employment rights - CV's - Work Contracts - Preparing for WEX - Media literacy and digital resilience | <p>What career options are available to me?</p> <p>How do my strengths influence my future choices?</p> <p>Why is volunteering valuable?</p> <p>How does work experience help my future?</p> <p>What rights do young workers have?</p> <p>How do I stay safe at work?</p> <p>What makes a strong CV?</p> <p>How do I present myself professionally?</p> <p>What is a work contract?</p> <p>What should I look for before signing?</p> <p>How do I prepare for a</p> | <p>Types of careers</p> <p>Skills vs qualifications</p> <p>Labour market information</p> <p>Post 16 pathways</p> <p>Benefits of volunteering</p> <p>Purpose of WEX</p> <p>Transferable skills</p> <p>Professional behaviour</p> <p>Minimum wage</p> <p>Working hours</p> <p>Health & safety</p> <p>Discrimination & Equality Act</p> <p>CV structure</p> <p>Personal statements</p> <p>Skills & achievements</p> <p>Formatting</p> <p>Types of contracts Key terms (hours, pay, probation)</p> | <p>Self reflection</p> <p>Identifying strengths</p> <p>Research skills</p> <p>Evaluating options</p> <p>Reflective writing</p> <p>Communication</p> <p>Goal setting</p> <p>Linking experience to skills</p> <p>Analysing case studies</p> <p>Applying legal principles</p> <p>Decision making</p> <p>Drafting</p> <p>Editing</p> <p>Peer review</p> <p>Evaluating examples</p> <p>Reading for meaning</p> <p>Interpreting formal documents</p> <p>Critical questioning</p> <p>Planning</p> <p>Role play</p> <p>Scenario based problem solving</p> <p>Evaluating sources</p> | <p>Exposure to a wide range of careers</p> <p>Challenging stereotypes</p> <p>Understanding real world opportunities</p> <p>Builds confidence and social capital</p> <p>Encourages civic engagement</p> <p>Enhances employability</p> <p>Understanding rights protects young workers</p> <p>Builds confidence to challenge unsafe practice</p> <p>Builds employability</p> <p>Helps students articulate strengths</p> <p>Real world application</p> <p>Helps students avoid exploitation</p> <p>Builds financial and legal literacy</p> <p>Builds confidence before placement</p> <p>Reduces anxiety</p> <p>Encourages independence</p> <p>Essential for modern citizenship</p> <p>Protects wellbeing</p> <p>Builds digital confidence</p> | <p>Careers research task</p> <p>Strengths & interests profile</p> <p>WEX preparation booklet</p> <p>Reflection on volunteering</p> <p>Quiz on employment rights</p> <p>Completed CV</p> <p>WEX readiness checklist</p> |

| | | | | | | |
|-------------|---|--|---|--|--|--|
| | | workplace? What behaviours are expected of me? How do I stay safe online? How do I know what information to trust? | Rights & responsibilities Dress code Punctuality Communication Health & safety Setting goals Fake news Algorithms Privacy Digital footprint Online behaviour | Analysing media Reflective discussion | | |
| Cycle 2: BV | - | | | | | |

YEAR 11 LIFE SKILLS

| Theme/ Time | Key Concepts | Enquiry Questions | Substantive Knowledge | Disciplinary Knowledge (the way the subject accumulates the knowledge) | Justification/ Hinterland Knowledge (Embellish / Enrich / Cultural Capital) | Assessment |
|--|--|--|--|---|---|---|
| Cycle 1 Relationships | <ul style="list-style-type: none"> -Relationships -Health and Wellbeing -Our society -Responsibilities -Making choices -Identity | How are relationships in adulthood different? | Sex and consent Drugs and alcohol Domestic abuse Forced marriage Arranged marriage Fertility Pregnancy Menopause | Actively listening Debate Reasoning Self-reflection Discussion Teamwork Communication Making decisions Independence | Core relationships values and emotions, how to communicate wants and needs, including the effect of sexual pressure and consent (including sharing images) The difference between an arranged marriage and a forced marriage. Different types of domestic abuse, including real-life case studies and links to TV interviews. Pregnancy options, including abortion and adoption and where to get further support. Fertility and the menopause and how it effects people. | End of cycle assessment: Sex and Consent The effects of alcohol Difference between an arranged and forced marriage Fertility, pregnancy and menopause |
| Cycle 2 Living in the Wider World | <ul style="list-style-type: none"> - My future - Identity -Making choices - Responsibilities - Our society | What is the world of work like? What are employment rights? What is financial responsibility? | Application process CVs Personal statements Apprenticeships Health and safety Contracts Savings Credit cards Loans Debt | Communication Independence Self-reflection Actively listening Discussion Making decisions Research Planning | Be able to research education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals. Completion of personal statements, CVs and post 16 applications. Employments rights and responsibilities, including health and safety, patterns of work, confidentiality and harassment. How to effectively budget and evaluate savings options, how to prevent and manage debt, including understanding credit rating and pay day lending | End of cycle assessment: Employment rights and responsibilities Different types of contractual terms Budgeting Saving Credit Debt |
| Cycle 3 Health and Wellbeing | <ul style="list-style-type: none"> -Health and Wellbeing -Making choices - Responsibilities - Our society - Identity | How can I be successful in Year 11? How can I look after my wellbeing during times of stress? How can I stay safe in independent contexts? | Emergency first aid skills Blood, stem cell and organ donation Stress Diet Sleep Exercise | Self-reflection Actively listening Discussion Making decisions Team work Communication Independence Debate | First Aid- life-saving skills, including CPR and what to do in an emergency Blood, organ and stem cell donation Coping strategies for dealing with stress- sleep, diet and exercise Facing challenges and building resilience Work life balance | End of cycle assessment: First Aid skills |

YEAR 12 LIFE SKILLS

| Theme/ Time | Key Concepts | Enquiry Questions | Substantive Knowledge | Disciplinary Knowledge (the way the subject accumulates the knowledge) | Justification/ Hinterland Knowledge (Embellish / Enrich / Cultural Capital) |
|--|--|---|--|--|---|
| Cycle 1 Health and Wellbeing | <ul style="list-style-type: none"> -Relationships -Health and Wellbeing -Our society -Responsibilities -Making choices -Identity | <p>How can I manage the transition into sixth form?</p> <p>What personal risks will I face as I approach adulthood?</p> | <p>Self- concept</p> <p>Mental health</p> <p>Healthy Lifestyles</p> <p>Managing risk</p> <p>Personal safety</p> <p>Sexual health</p> <p>Drugs</p> <p>Alcohol</p> <p>Tobacco</p> <p>Road safety</p> | <p>Actively listening</p> <p>Debate</p> <p>Reasoning</p> <p>Self-reflection</p> <p>Discussion</p> <p>Teamwork</p> <p>Communication</p> <p>Making decisions</p> <p>Independence</p> | <p>Self-concept- skills to manage transitional life phases. Body image and the pressure to conform- strategies to manage this pressure, real-life case studies. Mental health and emotional well-being- anxiety, depression, eating disorders and self-harm).</p> <p>Healthy Lifestyles- recognising illnesses that affect young adults such as ‘freshers’ flu’ and the importance of self-examination. Healthy diet, especially on a budget.</p> <p>Managing risk and personal safety- young driver safety, using taxis, getting home safely</p> <p>Sexual Health- STIs and where to get further support Drugs, alcohol and tobacco- impacts on reputation, career and road-safety</p> |
| Cycle 2 Relationships | <ul style="list-style-type: none"> - My future -Making choices - Responsibilities - Our society - Identity | <p>How can I effectively deal with relationship challenges?</p> <p>How can I keep myself safe?</p> | <p>Prejudice</p> <p>Discrimination</p> <p>Sex</p> <p>Consent</p> <p>Contraception</p> <p>Bullying</p> <p>Abuse</p> <p>Gangs</p> | <p>Communication</p> <p>Independence</p> <p>Self-reflection</p> <p>Actively listening</p> <p>Discussion</p> <p>Making decisions</p> <p>Reasoning</p> | <p>Relationship values- articulating relationship values, recognising and challenging prejudice and discrimination. Forming and maintaining respectful relationships. Sex and consent- understanding the emotional, physical, social and legal consequences of failing to respect others’ right to not give/ withdraw consent. Contraception and parenthood- how to access support including emergency contraception. Bullying, abuse and discrimination- de-escalating aggressive social situations, gangs, carrying weapons.</p> |
| Cycle 3 Living in the Wider world | <ul style="list-style-type: none"> -Health and Wellbeing -Making choices - Responsibilities - Our society - Identity | <p>How can I prepare myself for life after sixth form?</p> <p>What is tax and national insurance?</p> <p>What is a pension and why do I need to think about it now?</p> | <p>Applications</p> <p>Interviews</p> <p>CVs</p> <p>Employment rights</p> <p>Tax</p> <p>National Insurance</p> <p>Pensions</p> <p>Social Media</p> | <p>Research</p> <p>Planning</p> <p>Self-reflection</p> <p>Actively listening</p> <p>Discussion</p> <p>Making decisions</p> <p>Team work</p> <p>Communication</p> <p>Independence</p> | <p>Choices and pathways- higher education, further training, apprenticeships and gap year options. Work and career-Interview, CV and career possibilities. Employment rights and responsibilities- part -time jobs</p> <p>Financial choices- budgeting and planning for change in circumstances (moving out and university) Salary deductions including tax, national insurance and pensions</p> <p>Media Literacy and digital resilience- building and maintaining a professional online presence.</p> |

YEAR 13 LIFE SKILLS

| Theme/ Time | Key Concepts | Enquiry Questions | Substantive Knowledge | Disciplinary Knowledge (the way the subject accumulates the knowledge) | Justification/ Hinterland Knowledge (Embellish / Enrich / Cultural Capital) |
|--|---|---|--|---|--|
| Cycle 1 Relationships | <ul style="list-style-type: none"> -Relationships -Our society -Responsibilities -Making choices -Identity | <p>How can I prepare myself for relationships in adulthood?</p> <p>How can I manage a relationship break-up effectively?</p> | <ul style="list-style-type: none"> Prejudice Discrimination Sex Consent Contraception Bullying Harassment Stalking | <ul style="list-style-type: none"> Actively listening Debate Reasoning Self-reflection Discussion Teamwork Communication Making decisions Independence | <p>Relationship values- articulating relationship values, recognising and challenging prejudice and discrimination.</p> <p>Forming relationships- making friends in new places.</p> <p>Managing personal safety in new relationships, including online activity.</p> <p>Managing the ending of relationships safely and respectfully.</p> <p>Bullying, abuse and discrimination- understanding rights in relation to harassment (online, stalking) and how to access support</p> |
| Cycle 2 Health and Wellbeing | <ul style="list-style-type: none"> Health and wellbeing - My future -Making choices Responsibilities - Our society - Identity | <p>What are the long-term risks of body enhancement?</p> <p>How can I prepare myself for exams?</p> <p>How can I respond in an emergency?</p> | <ul style="list-style-type: none"> Self- concept Mental health Healthy Lifestyles Managing risk Personal safety Sexual health First Aid Drugs Alcohol Tobacco Road safety | <ul style="list-style-type: none"> Communication Independence Self-reflection Actively listening Discussion Making decisions Reasoning | <p>Body image and the pressure to conform- strategies to manage this pressure, real-life case studies. Long-term consequences of body enhancement.</p> <p>Mental health and emotional well-being- how to balance a work-life balance, including the importance of sleep and time offline.</p> <p>Managing risk and personal safety- performing first aid and evaluate when to summon emergency services, irrespective of potential legal implications (alcohol, drugs, gangs, violent crimes)</p> <p>Sexual Health- STIs and where to get further support</p> <p>Drugs, alcohol and tobacco- immediate and long-term health implications</p> |
| Cycle 3 Living in the Wider world | <ul style="list-style-type: none"> -Health and Wellbeing -Making choices - Responsibilities - Our society - Identity | <p>What is a gap year?</p> <p>What is a trade union?</p> <p>What are contracts?</p> | <ul style="list-style-type: none"> Applications Interviews CVs Employment rights Trade Unions Consumer Rights Contracts Debt Social Media | <ul style="list-style-type: none"> Research Planning Self-reflection Actively listening Discussion Making decisions Team work Communication Independence | <p>Choices and pathways- higher education, further training, apprenticeships and gap year options.</p> <p>Work and career-Interview, CV and career possibilities. Employment rights and responsibilities- the role of trade unions and how to constructively challenge workplace behaviours</p> <p>Financial choices- managing financial contracts including mobile phones, renting items and accommodation</p> <p>Media Literacy and digital resilience- how social media can expand, limit or distort perspectives. Recognising bias, propaganda and manipulation</p> |

Appendix 2: By the end of secondary college students should know

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage/civil partnerships are, including their legal status e.g. that marriage/ civil partnership carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage/civil partnership is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in college and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | STUDENTS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

| TOPIC | STUDENTS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

| TOPIC | STUDENTS SHOULD KNOW |
|-----------------------------|---|
| Mental Wellbeing | <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • That happiness is linked to being connected to others • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness |
| Internet safety and harms | <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online); over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours |
| Physical health and fitness | <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health) • About the science relating to blood, organ and stem cell donation |
| Healthy eating | <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer |

| TOPIC | STUDENTS SHOULD KNOW |
|----------------------------|---|
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • The physical and psychological consequences of addiction, including alcohol dependency • Awareness of the dangers of drugs which are prescribed but still present serious health risks • The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so |
| Health and prevention | <ul style="list-style-type: none"> • About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • In late secondary, the benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn |
| Basic first aid | <ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR (best taught after 12 years old) • The purpose of defibrillators and when one might be needed |
| Changing adolescent bodies | <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing • The main changes which take place in males and females, and the implications for emotional and physical health |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the college to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE COLLEGE | |
|---|--|
| Agreed actions from discussion with parents | |
| | |